

Broad River Elementary

474 Broad River Blvd.
Beaufort, SC 29906

Grades	PK-5 Elementary School	
Enrollment	365 Students	
Principal	Gail Wages	843-322-8400
Superintendent	Dr. Phillip J. McDaniel, Interim Superintendent	843-322-2300
Board Chair	Dale Friedman	843-322-2356

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	19	72	13	0

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

YES

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Average	Unsatisfactory	No
2004	Average	Unsatisfactory	No
2005	Average	Below Average	Yes
2006	Average	Unsatisfactory	Yes

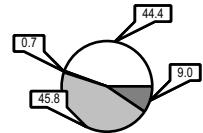
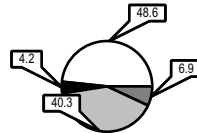
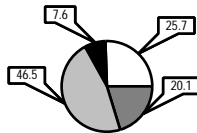
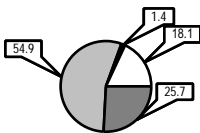
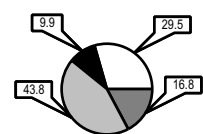
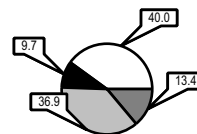
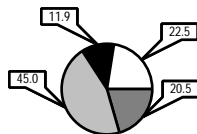
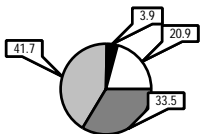
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

94.9%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	162	90.1	16.2	58.5	23.8	1.5	38.5	Yes	Yes
Gender									
Male	91	86.8	22.9	55.7	20.0	1.4	31.4	N/A	N/A
Female	71	94.4	8.3	61.7	28.3	1.7	46.7	N/A	N/A
Racial/Ethnic Group									
White	67	89.6	5.7	66.0	24.5	3.8	39.6	Yes	Yes
African American	84	89.3	24.3	52.9	22.9	0.0	34.3	Yes	Yes
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	8	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	134	99.3	13.7	58.1	26.5	1.7	42.7	N/A	N/A
Disabled	28	46.4	38.5	61.5	0.0	0.0	0.0	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	162	90.1	16.2	58.5	23.8	1.5	38.5	N/A	N/A
English Proficiency									
Limited English Proficient	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	158	89.9	16.3	58.1	24.0	1.6	38.8	N/A	N/A
Socio-Economic Status									
Subsidized meals	110	87.3	21.4	58.3	20.2	0.0	33.3	Yes	Yes
Full-pay meals	52	96.2	6.5	58.7	30.4	4.3	47.8	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	162	91.4	21.2	48.5	22.0	8.3	45.5	Yes	Yes
Gender									
Male	91	91.2	17.6	48.6	24.3	9.5	45.9	N/A	N/A
Female	71	91.5	25.9	48.3	19.0	6.9	44.8	N/A	N/A
Racial/Ethnic Group									
White	67	92.5	14.5	54.5	16.4	14.5	52.7	Yes	Yes
African American	84	89.3	28.6	44.3	22.9	4.3	37.1	Yes	Yes
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	8	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	134	98.5	18.1	48.3	24.1	9.5	50.0	N/A	N/A
Disabled	28	57.1	43.8	50.0	6.3	0.0	12.5	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	162	91.4	21.2	48.5	22.0	8.3	45.5	N/A	N/A
English Proficiency									
Limited English Proficient	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	158	91.1	21.4	48.1	22.1	8.4	45.8	N/A	N/A
Socio-Economic Status									
Subsidized meals	110	90.0	25.3	47.1	25.3	2.3	40.2	Yes	Yes
Full-pay meals	52	94.2	13.3	51.1	15.6	20.0	55.6	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	162	98.8	47.9	40.8	7.0	4.2	11.3
Gender							
Male	91	98.9	48.1	38.0	6.3	7.6	13.9
Female	71	98.6	47.6	44.4	7.9	0.0	7.9
Racial/Ethnic Group							
White	67	100.0	35.6	44.1	11.9	8.5	20.3
African American	84	97.6	61.8	32.9	3.9	1.3	5.3
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	8	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	134	99.3	42.7	44.4	7.7	5.1	12.8
Disabled	28	96.4	72.0	24.0	4.0	0.0	4.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	162	98.8	47.9	40.8	7.0	4.2	11.3
English Proficiency							
Limited English Proficient	4	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	158	98.7	48.2	40.4	7.1	4.3	11.3
Socio-Economic Status							
Subsidized meals	110	98.2	57.4	37.2	5.3	0.0	5.3
Full-pay meals	52	100.0	29.2	47.9	10.4	12.5	22.9

Social Studies							
All Students	162	98.8	43.7	46.5	9.2	0.7	9.9
Gender							
Male	91	98.9	45.6	45.6	7.6	1.3	8.9
Female	71	98.6	41.3	47.6	11.1	0.0	11.1
Racial/Ethnic Group							
White	67	100.0	30.5	57.6	10.2	1.7	11.9
African American	84	97.6	51.3	40.8	7.9	0.0	7.9
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	8	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	134	99.3	38.5	50.4	10.3	0.9	11.1
Disabled	28	96.4	68.0	28.0	4.0	0.0	4.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	162	98.8	43.7	46.5	9.2	0.7	9.9
English Proficiency							
Limited English Proficient	4	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	158	98.7	43.3	46.8	9.2	0.7	9.9
Socio-Economic Status							
Subsidized meals	110	98.2	53.2	38.3	7.4	1.1	8.5
Full-pay meals	52	100.0	25.0	62.5	12.5	0.0	12.5

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	74	100.0	16.4	34.5	45.5	3.6	49.1
	4	54	100.0	21.7	56.5	21.7	0.0	21.7
	5	62	100.0	20.3	64.4	15.3	0.0	15.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	56	82.1	17.5	50.0	32.5	0.0	32.5
	4	57	91.2	18.4	59.2	20.4	2.0	22.4
	5	49	98.0	12.2	65.9	19.5	2.4	22.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2005	3	74	100.0	18.2	63.6	14.5	3.6	18.2
	4	54	100.0	26.1	39.1	26.1	8.7	34.8
	5	62	100.0	20.3	45.8	23.7	10.2	33.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	56	89.3	22.7	52.3	20.5	4.5	25.0
	4	57	91.2	20.4	44.9	22.4	12.2	34.7
	5	49	93.9	20.5	48.7	23.1	7.7	30.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2005	3	74	100.0	52.7	40.0	5.5	1.8	7.3
	4	54	100.0	43.5	39.1	15.2	2.2	17.4
	5	62	100.0	59.3	27.1	6.8	6.8	13.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	56	96.4	46.8	40.4	10.6	2.1	12.8
	4	57	100.0	49.1	37.7	5.7	7.5	13.2
	5	49	100.0	47.6	45.2	4.8	2.4	7.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2005	3	74	100.0	29.1	61.8	9.1	0.0	9.1
	4	54	100.0	28.3	52.2	19.6	0.0	19.6
	5	62	100.0	47.5	40.7	6.8	5.1	11.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	56	96.4	31.9	53.2	14.9	0.0	14.9
	4	57	100.0	43.4	43.4	11.3	1.9	13.2
	5	49	100.0	57.1	42.9	0.0	0.0	0.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 365)				
First graders who attended full-day kindergarten	68.3%	Down from 100.0%	100.0%	100.0%
Retention rate	4.5%	Down from 4.8%	3.2%	2.8%
Attendance rate	96.1%	Up from 95.7%	96.2%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	8.9%	Up from 7.4%	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	6.9%	Down from 7.4%	0.0%	0.0%
Eligible for gifted and talented	13.4%	Down from 20.0%	9.8%	10.4%
On academic plans	40.7%	N/AV	39.2%	33.6%
On academic probation	5.9%	N/AV	1.3%	1.0%
With disabilities other than speech	5.4%	Down from 8.0%	8.2%	7.5%
Older than usual for grade	0.0%	No change	1.0%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.5%	Up from 0.3%	0.0%	0.0%
Teachers (n= 36)				
Teachers with advanced degrees	69.4%	Up from 65.7%	53.6%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	6.0%	N/A	0.0%	2.4%
Teachers with emergency or provisional certificates	0.0%	No change	0.0%	0.0%
Teachers returning from previous year	84.9%	Up from 84.8%	87.3%	87.3%
Teacher attendance rate	94.7%	Up from 93.2%	94.9%	94.9%
Average teacher salary	\$48,147	Up 4.6%	\$42,375	\$42,485
Prof. development days/teacher	9.3 days	Down from 12.9 days	14.1 days	13.3 days
School				
Principal's years at school	1.0	Down from 15.0	4.0	4.0
Student-teacher ratio in core subjects	10.6 to 1	Down from 17.4 to 1	18.3 to 1	18.6 to 1
Prime instructional time	89.8%	Up from 85.7%	89.4%	89.7%
Dollars spent per pupil*	\$10,054	Up 7.7%	\$6,344	\$6,557
Percent of expenditures for teacher salaries*	67.2%	Up from 63.7%	64.4%	64.0%
Percent of expenditures for instruction*	70.9%		69.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	No	No change	Yes	Yes
Character development	Excellent	Up from Good	Excellent	Excellent

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	9.6%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	12.3%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Broad River Elementary School continued to provide a wide array of programs and activities this year. Staff and parents focused on providing a world-class International Baccalaureate inquiry-based program of study for all students. The multi-age classrooms, year-round calendar, after-school tutoring, Early Childhood Development Center and the Outreach services and programs promoted our school mission and goals.

The pre-kindergarten class was expanded from a half-day to an all-day program.

Students in all grade levels contributed to our community through service projects. Promoting character education and citizenship were major points of focus for both staff and parents.

The Intersession tutoring program, funded by Title I, enrolled more than 125 students for additional academic assistance. Students were challenged with math, reading and writing tutorials.

In grades 3-5, our 2004-2005 PACT scores showed that third grade students scored higher in math than ELA, fourth grade scored higher in ELA than math, and fifth grade scored the same in both math and ELA. African American students increased by 4.2% in proficient and advanced while white students dropped 1%. In math, African American students improved by 14.7% in below basic and white students improved by 11%. African American students improved by 17.1% in proficient and advanced, and white students improved 13.9% in proficient and advanced. Although the need for continued intense instruction in the areas of reading, writing and math are evident, Broad River made gains in closing the achievement gap between African-American and white students.

End-of-year parent questionnaires indicated a need for more parent involvement. We reached 99% attendance at parent conferences and will continue to actively recruit parents for involvement in school activities as outlined in our School Improvement Plan.

Broad River Elementary School will continue its emphases on the International Baccalaureate Program and teaching of state standards while adding additional remedial opportunities for students in the coming year. We will continue our partnership with Beaufort/Jasper Comprehensive Health Services to provide health screenings and care on an as-needed basis. We will also add a new pre-kindergarten class for three and four-year-olds to provide a continuum of services for students from three years of age through fifth grade in an effort to increase student achievement and make all students successful in elementary school.

Gail Wages, Principal
Anna Edwards, SIC Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	29	31	30
Percent satisfied with learning environment	100.0%	83.3%	83.3%
Percent satisfied with social and physical environment	100.0%	87.1%	79.3%
Percent satisfied with school-home relations	65.5%	93.5%	86.2%

*Only students at the highest elementary school grade level at this school and their parents were included.